Unit title	Researching Current Travel Trends and Key Issues in Travel and Tourism
Guided learning hours	120
Number of lessons	60
Duration of lessons	2 hours (unless otherwise stated)
Links to other units	
• Unit 1: The Travel and Tourism Industry • Unit 2: Worldwide Travel and Tourism Destinations • Unit 3: Marketing Travel and Tourism to Domestic and International Customers • Unit 6: Specialist Tourism • Unit 7: Sustainable Tourism • Unit 14: The Cruise Industry • Unit 16: My Country as a Tourist Destination	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Investigate different types of current travel trends and current key issues in travel and tourism				
1–2	**A1** Types of current travel trends in travel and tourism	IS	• **Lead-in:** How do we create a bibliography? Explain that this unit will be about researching trends and issues but that, before they begin their research, learners will need to learn how to reference properly so they can maintain a record of all sources used throughout the unit. • **Paired activity:** Give each pair of learners a textbook (any subject) that uses Harvard referencing. Ask them where they would expect to find the reference list or bibliography (usually at the end of each chapter or at the end of the book) and to divide the sources into references and bibliography. **Tutor-led discussion:** Ask learners to look at some sample references and identify the key information (name of author, date of publication, edition, location of publisher, title of publication, possibly ISBN, volume and issue number (for journals), date of access (for online sources), etc.). Discuss why all this information is provided (i.e. so it is possible to find the article/book again, or so other people can find the source). Discuss the use of italics, brackets, full stops, etc. and ensure learners understand that this formatting is an important element of the reference. • **Paired activity:** Give all learners a copy of the same piece of text, which includes in-text references. Ask them to pick out the references within the text and to notice that in-text references include less information (usually author and date only, sometimes a page number as well). Discuss why this is (for ease and speed – in-text references only need to allow the reader to identify the full reference in the reference list). • **Tutor-led discussion:** Give each learner a copy of the Anglia Ruskin University (ARU) quick guide to Harvard	• Textbooks with reference lists within them • Text extract that includes in-text references • Anglia Ruskin University (ARU) (UK) quick reference guide • Anglia Ruskin University (ARU) (UK) full reference guide • Flash cards – right and wrong references • Access to a computer and word-processing software for homework The Anglia Ruskin Harvard Referencing (ARU) guide has been produced by the UK University – Anglia Ruskin University.

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			referencing. Discuss each type of entry and encourage learners to identify the differences between references for paper-based and electronic sources, the importance of access dates, and so on. • **Note:** If learners need information about more unusual resource types, you can show them the full ARU guide later. • **Plenary:** Display or give learners flashcards with different types of reference on them. Ask learners to use the ARU quick guide to determine whether each reference contains all the necessary information, in the correct format. • **Homework:** Ask learners to start a word-processed reference list for this unit and save the document as 'Reference_list_Unit_18_Learner_Name'. For now, they should list the standard textbooks; they will add to this document throughout the unit.	
3–4	**A1** Types of current travel trends in travel and tourism	IS	• **Lead-in:** What is a trend? Ask learners to write their own definition of a trend. Discuss their ideas. Then share the definition from the unit specification: 'the direction in which something is developing or changing'. Clarify that, for this unit, 'current' means 'within the last five years'. • **Paired activity:** Give each pair of learners a type of current trend taken from the unit content (e.g. solo travel – there are 11 trends in total but save one for the next activity). Ask them to discuss what they think is contributing to this growth area and to list their ideas on flipchart paper to present to the group. • **Class discussion:** Facilitate a class discussion as each pair of learners presents their findings from the paired activity. Ensure learners consider each other's views and opinions. • **Tutor-led presentation:** Select a current trend in travel and tourism from the unit content (the trend that was not given to learners in the paired activity). If possible, embed a relevant	• Pre-prepared cards with trends • Flipchart paper and coloured pens • Presentation slides • Video clip linked to tutor-selected trend • Learner access to computers and internet

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			video clip to add interest. Your presentation should explore changes in customer tastes, expectations, aspirations, circumstances and lifestyles that may have influenced this growing trend. • **Plenary:** Ask learners to identify one thing from today's session that they found particularly interesting. • **Homework:** Learners may work individually or in their pairs. Ask learners to look again at the trend allocated to them in the paired activity. Using their learning from this lesson, they should prepare a two-minute flipchart presentation or mind map about specific customer tastes, expectations, aspirations, circumstances and lifestyles that are reflected in and which influence their allocated trend. They will share this work in the next lesson.	
5–6	**A1** Types of current travel trends in travel and tourism	IS	• **Lead-in:** Learners present their findings from the homework activity. (Note: There are 10 trends to be covered.) • **Q&A:** Ask: Other than changing customer circumstances and expectations, what else can influence trends? Lead a brief discussion in which learners share their ideas. • **Tutor-led presentation:** Prepare slides to introduce political, social, cultural, environmental and technological factors that may influence trends. • **Group activity:** Divide learners into five groups. Give each group a current (last five years) case study based on one of the factors from your presentation. Groups should consider the scale (regional, national, global) and scope (who it affects) of influence. Try to include: o at least one case study which is reasonably local/regional (e.g. Typhoon Mangkhut in 2018 as an example of an environmental factor affecting tourism in China and the	• Learner presentations • Presentation slides • Pre-prepared case studies

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			Philippines) o at least one case study that is clearly global (e.g. COVID-19 as a political/social factor or recession/economic challenges resulting from this type of occurrence and its effect on disposable income). • Try to ensure learners relate their case study scenario to trends, as in: o how it affects the industry over a period of time o how these things can create an increase or decrease in travel and tourism regionally/globally. • **Plenary:** Team challenge. Split the group in two and ask each group to write a given number of questions about anything covered in the session. Each group in turn poses one of their questions to the other group, with points awarded for correct answers. Ask each team to prepare some reserve questions as there may be duplication.	
7	**A1** Types of current travel trends in travel and tourism	IS	• **Lead-in:** Re-cap key trends, with examples from the travel and tourism industry. • **Paired activity:** Learners work in pairs to identify a current trend within travel and tourism and to research and describe the factors that have influenced this trend. This will give them the opportunity to see how easy or difficult it is to access relevant information and to interpret this information. Each pair should create a five-minute PowerPoint presentation or similar to share with the rest of the group. • **Plenary:** Discuss which trends are likely to continue and which are likely to become less important over the years. Encourage students to share their opinions and to try to give reasons for their predictions.	• Access to research resources – articles, reports etc. • Learner access to computers and internet • Access to presentation software • Learner reference lists

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Homework:** Ask learners to update their reference lists to include all the resources used in the last three lessons.	(for homework)
8	**A2** Types of current key issues in travel and tourism	IS	• **Lead-in:** What is an issue? Ask learners to write their own definition of an issue. Discuss their ideas. Then share the definition from the unit specification: 'a problem facing the travel and tourism industry which is ongoing'. • **Paired activity:** Give each pair of learners a type of key issue taken from the unit content (e.g. business failures – there are 13 issues in total but save one for the next activity). Ask them to discuss what they think is contributing to this issue and to list their ideas on flipchart paper to present to the group. • **Class discussion:** Facilitate a class discussion as each pair of learners presents their findings. Ensure learners consider each other's views and opinions. • **Tutor-led presentation:** Select a current travel and tourism issue from the unit content (the issue not given to learners in the paired activity). If possible, embed a relevant video clip to add interest. Explore what type of issue this is (e.g. political) and consider the scope and scale of the issue. • **Plenary:** Ask learners to identify one thing from today's session that they found particularly interesting. • **Homework:** Learners may work individually or in their pairs. Ask learners to look again at the issue allocated to them in the paired activity. Using their learning from this lesson, they should identify an example of this type of issue and come to the next lesson ready to discuss their example with the group.	• Pre-prepared cards with issues • Flipchart paper and coloured pens • Presentation slides • Video clip linked to tutor-selected issue • Learner access to computers and internet (for homework)
9–11	**A2** Types of current key issues in travel and tourism	IS	• **Lead-in:** Re-cap content from the last session with Q&A. • **Learner-led activity:** Learners present their findings from the homework activity for discussion. (Note: There are 12	• Pre-prepared case studies • Learner access

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			issues to discuss.) Encourage learners to explore the scope and scale of each issue, asking questions where necessary to guide the conversation. • **Group activity:** Divide learners into groups and give each group a current (last five years) case study based on a key issue affecting travel and tourism. Learners must consider the scale and scope of influence. For example, you could provide case studies based on: o Australia's bushfires in 2019 (climate change and extreme weather events) and how they have affected Australia as a holiday destination o the Twin Towers – although this event was not within the last 5 years, it was a pivotal point for the industry and could be used to educate learners about this extremely important event. (This would also leave more modern examples for learners to research later.) If the Twin Towers are used here, it is vital to remind learners that their studies must relate to the last five years. • **Plenary:** Team challenge. Split the group in two and ask each group to write a given number of questions about anything covered in the session. Each group in turn poses one of their questions to the other group, with points awarded for correct answer. Ask each team to prepare some reserve questions as there may be duplication. • **Homework:** Ask learners to come to the next session with an article about a recent issue that has affected travel and tourism. This could be regional, national or global.	to computers and internet
12	**A2** Types of current key issues in travel and tourism	IS	• **Lead-in:** Q&A to re-cap the last session. • **Paired activity:** Learners work in pairs to discuss their articles. They should: o discuss the scale and scope of the issue they have	• Learner-sourced articles • Presentation slides

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			selected o identify three key points from each issue o summarise their findings to the rest of the group. • **Tutor-led presentation:** Embed a video about the collapse of Thomas Cook. (There are many on YouTube, with different language options.) Discuss what influenced this collapse and the scale and scope of the issue. • **Plenary:** Lead a discussion about the collapse of travel and tourism organisations and how this affects the industry. Discuss how perception and confidence can influence how an issue unfolds. • **Homework:** Ask learners to update their reference list to include all the resources they have used in the last four lessons.	• Embedded video clip about the collapse of Thomas Cook • Learner access to computers and internet
13	**A2** Types of current key issues in travel and tourism	IS	• **Lead-in:** Re-cap what an issue is, using examples from the travel and tourism industry. • **Tutor-led discussion:** Discuss the idea that some words have dual meanings and explain that some sites will not be relevant in an internet-based search (e.g. Amazon). Explain to learners that the ability to select the correct information is a valuable and necessary skill. If possible, give a demonstration by carrying out a relevant internet search that returns numerous irrelevant sites. • **Paired activity:** Learners work in pairs to identify a key issue within travel and tourism and to research describe the things factors that have influenced this issue. This will give them the opportunity to see how easy or difficult it is to access relevant information and to interpret information. Each pair should create a five-minute PowerPoint presentation or similar to share with the group. This presentation must include a full reference list, detailing all	• Access to research resources – articles, reports etc. • Learner access to computers and internet • Access to presentation software

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			the resources used. • **Plenary:** Learners present their findings from the paired activity.	
14–15	**A3** Potential effects of current travel trends and current key issues on the travel and tourism industry	IS	• **Lead-in:** How can we tell if trends and issues are affecting the industry? Encourage learners to think about tangible things that demonstrate changes, such as visitor numbers or profits. • **Group activity:** Give learners data and information showing changes in visitor numbers to a destination. Ask them to study and discuss the information. You can find visitor numbers for various destinations on the Trading Economics website. • **Tutor-led presentation:** Look at each of the eight bullet points from the unit specification, explaining what it is and its potential impact in terms of relevance, nature and scope. • **Individual activity:** Allocate each learner an example of a current trend or key issue that has affected the travel and tourism industry. Ask learners to carry out research to find some data or information to show how their trend/issue has affected the industry (e.g. visitor numbers or the development of a new market or product). Useful sources of information include tourist boards, government websites and industry trends reports. In addition, the World Tourism Organization (UNWTO) has some interesting reports by country. Learners could use the UNWTO heat map to select a location where tourism has increased or decreased considerably and then investigate the reasons for this change. • **Plenary:** Summarise key points from the session and ask learners if they think some issues and trends are more or less important than others both regionally and globally. Does this change over time?	• Data sheets relating to visitor numbers • Learner access to computers and internet • Access to relevant websites that show relevant trend figures / graphs for analysis • UNWTO Tourism data dashboard and heat map

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Homework:** Learners complete the research begun in the individual activity and bring their findings with them to the next session. They update their reference list to include all sources used.	
16–18	**A3** Potential effects of current travel trends and current key issues on the travel and tourism industry **Learning aim A** Formative assessment task	IS Mock AW	• **Lead-in:** Lead a class discussion to consolidate learners' findings from the individual task completed as homework. Learners peer assess each other's reference lists. • **Formative assessment task:** Each learner selects a current trend or issue to research. They carry out research and compile a reference list. You may provide guidance during this task. All work should be individual. • **Plenary:** Learners assess their approach to the formative assessment task: Did they use their time wisely? Have they produced enough evidence? Is all their work correctly referenced? etc. • **Mark learner's formative assessment work and give feedback before learners begin the real assignment.**	• Notes from individual activity and homework for previous session • Access to research resources including articles and reports • Learner access to computers and internet
19–21	**Learning aim A** Assignment writing	AW IS	• **Individual activity:** Learners begin the first assignment. They need to investigate two different types of current travel trend and two different current key issues and write an article that evaluates their potential effects on the travel and tourism industry.	• Access to research resources, computers and internet
Learning aim B: Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry				
22	**B1** Research methods	IS	• **Lead-in:** Ask learners how they would research something they are interested in (e.g. a new phone). Try to steer the discussion to consider reviews (secondary research) or trying different phones / talking to other people (primary research). • **Tutor-led presentation:** Give an overview of primary	• Presentation slides • Links to online survey organisations

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			research methods, to include surveys (online, face-to-face and postal), interviews, observations, focus groups and trials. You could also discuss primary research carried out through social media, such as Twitter polls. • **Paired activity:** Allocate a type of primary research to each pair and ask them to identify the benefits and problems of this method. Each pair should create a table to summarise their findings, then display this for the whole group to see. • **Plenary:** Use Q&A to check learners' understanding of different types of primary research and how they can be used. • **Homework:** Ask learners to carry out independent research to identify the most common primary research methods used by travel and tourism organisations to gather information from customers. Ask them to bring this information to the next session, with examples if possible.	such as Snap Survey or Survey Monkey • Paper and pens • Learner access to computers and internet
23	**B1** Research methods	IS	• **Lead-in:** Ask learners to share their homework and discuss their findings. Consider: o why some primary research methods are more popular in travel and tourism o the feasibility of different methods o the costs associated with different methods o how feasibility and cost influence organisations' choices o the importance of the size of an organisation when choosing a research method. • **Tutor-led presentation:** Give an overview of secondary research methods, including internal secondary research (e.g. data from customer databases, sales records, previous market research) and external secondary research (e.g. published reports, news articles, government and industry data, trade journals, and social media feedback).	• Learner homework notes • Presentation slides • Links to secondary research methods (e.g. a trade magazine, a news report on the World Trade Market (WTM) website, the UNWTO website)

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Paired activity:** Allocate a type of secondary research to each pair and ask them to identify the benefits and problems of this method. Each pair should create a table to summarise their findings, then display this for the whole group to see. • **Plenary:** Use Q&A to check learners' understanding of different types of secondary research and how they can be used. • **Homework:** Ask learners to use their research skills to find an example of secondary research that could be used to investigate a key issue or trend within the industry. Ask them to bring their research findings with them to the next session.	• Paper and pens
24	**B1** Research methods	IS	• **Lead-in:** Ask learners to share their homework and discuss their findings. • **Individual activity:** Learners carry out some research to identify reliable sources of secondary research that could be used to investigate travel and tourism issues and trends. They should record these sources of information and summarise what each one is useful for. • **Group activity:** Learners suggest top tips for researching and finding reliable sources, then share their ideas with the group. • **Plenary:** Create a list of 'do's and 'don't's for research. Display this in the teaching space so learners can refer to it throughout the rest of the unit. • **Homework:** Ask learners to: o create a reference list of five sites that will be useful when researching trends and issues o explain briefly how to conduct primary research o explain briefly how to locate secondary data. These notes will be used later in the unit.	• Access to research resources including articles and reports • Learner access to computers and internet

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
25	**B2** Availability and validity of research information on one current travel trend and one current key issue	IS	• **Lead-in:** Ask learners to consider why websites such as Wikipedia are not a reliable source of research information. Discuss sources of information that are reliable and why. • **Paired activity:** Ensure learners understand the terms 'valid', 'reliable' and 'appropriateness'. Give examples of good and bad sources of information and discuss whether each one is valid, reliable and appropriate, and why. These examples should come from a range of sources (e.g. tabloid/broadsheet newspapers, websites for newspapers and trade journals, UNWTO, tourist boards, etc.). You could print these materials or show them online, to suit your setting. • **Tutor-led presentation:** Consolidate learning from the paired activity to ensure learners are clear about valid, reliable and appropriate sources of information and how they should be referenced. Emphasise to students that some sources are completely unreliable (fake news stories) and that the internet is not always as reliable as it seems – e.g. a story may appear on many different sites and still be untrue. • **Plenary:** As a group, rank cards showing different types of source, from most reliable to least reliable. Make the sources specific to your location/setting. Display the ranked cards so learners can refer to them throughout the rest of this unit.	• Good and bad examples of research information • Presentation slides • ARU referencing guide / Harvard referencing guide • Source cards for plenary
26	**B2** Availability and validity of research information on one current travel trend and one current key issue	IS	• **Lead-in:** Ask learners to think about the words 'quantitative' and 'qualitative' and discuss what they mean. How could this relate to research? • **Tutor-led presentation:** Discuss quantitative and qualitative data, methods of collection and purposes of data collection. • **Paired activity:** Ask learners to consider the advantages and disadvantages of qualitative and quantitative data. Then lead a class discussion and compile their ideas on flipchart	• Presentation slides • Flipchart paper and pens • Articles or datasets for the homework task

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			paper. • **Plenary:** Discuss situations in which it is better to use qualitative or quantitative data. Consider sizes/types of travel and tourism organisation that might prefer to use each type of data and why. • **Homework:** Ask learners to summarise an article or dataset they have used in the lesson. (Learners need to be able to summarise key information at speed as part of their assessment.)	
27–28	**Learning aim B** Formative assessment task	AW IS	• **Lead-in:** Re-cap learning from the last session with Q&A. • **Formative assessment:** Ask learners to draw up a plan stating what type of research is most effective when investigating travel and tourism trends and issues. This plan should discuss different types of research (primary and secondary) and information (qualitative and quantitative) learners would consider using in a research project into issues and trends, with reasons why each type of research or information might be appropriate. The plan should include a full reference list. • **Mark learner's formative assessment work and give feedback before learners begin the real assignment.**	• ARU referencing guide / Harvard referencing guide • Learner access to computers and internet
Learning aim C: Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism				
29	**C1** Developing a research proposal that includes a plan	IS	• **Lead-in:** Ask learners to identify the difference between an aim (a long-term outcome) and an objective (a short-term target that will help you to achieve the aim). • **Paired activity:** Ask each learner to write a personal aim, e.g. going on holiday or achieving a distinction grade. In pairs, they discuss their aims and come up with four objectives that would help them to achieve them. • **Tutor-led presentation:** Explain how to write SMART	• Presentation slides • Template for setting SMART objectives (e.g. see the BusinessBalls website)

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			objectives. • **Plenary:** Learners rewrite their objectives from the paired activity using the template, to make them SMART. • **Homework:** Ask each learner to prepare a ten-question quiz on all learning from this unit to date. They must also prepare an answer sheet. (Ask learners to hand in this work before the next session, so you can choose an appropriate quiz.)	
30	**C1** Developing a research proposal that includes a plan	AW IS	• **Lead-in:** Choose one or two learners to lead the quiz. In pairs, learners swap papers and mark. • **Individual activity:** Learners choose **one** type of current travel trend and **one** current key issue from those they selected for the learning aim A assignment task. They produce aims and SMART objectives for a research plan that identifies the types of research they will carry out to investigate these trends and issues. • **Plenary:** Create a reminder wall explaining what makes a SMART objective, to be left on display for the rest of the unit.	• Access to research resources • Learner access to computers and internet • Flipchart paper and pens
31	**C1** Developing a research proposal that includes a plan	AW IS	• **Lead-in:** Re-cap learning from the last session and progress to date through discussion and Q&A. • **Individual activity:** Learners continue the activity from the last session. They begin to identify research sources to put together their research proposal (i.e. they explain how they will research their trends and issues and what sources of information they will use and why). Learners should identify the types of research method (primary, secondary) and information (qualitative, quantitative) they will use. • **Plenary:** Hand out pre-printed examples of different types of research. Learners work in pairs or small groups to identify the research methods and techniques used in each example. You could turn this into a team challenge.	• Access to research resources • Learner access to computers and internet • Examples of different types of research

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
32–33	**C2** Carrying out independent research following the research proposal	IS	• **Lead-in:** Ask learners to share their top tips for carrying out research, based on their learning in this unit so far. • **Individual activity:** Hand out an example of a research proposal that includes both good and bad practice (e.g. some objectives that are not SMART; some sources of information that are valid and reliable and some that are not; a reference list that is too basic; a section that is too wordy, etc). Ask learners to assess the research plan and make justified recommendations for improvement. • **Paired activity:** Learners create a list of things to avoid and things to include in their research proposal, to refer to later. • **Plenary:** Learners identify their preferred method and source of research and explain their choice. For example: 'I prefer to use data from a government website as a secondary research method because…'	• Research proposal • Access to research resources • Learner access to computers and internet
34–36	**Learning aims B and C** Assignment writing	AW IS	• **Lead-in:** Discuss time management and how to create a timetable of events or activities. • **Paired activity:** Learners create a basic timetable for use with this project. (This could be a Gantt chart.) • **Tutor-led discussion:** Discuss how to review and use a research plan as a working document. • **Individual activity:** Learners work independently to produce a first draft of a research plan. • **Paired activity:** Learners swap plans, identify strengths and weaknesses and give constructive feedback with reasons. This can form the basis of a tutor-led discussion. • **Plenary:** Learners amend and improve their plans.	• Examples of timetables

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
37–38	**Learning aims B and C**	AW IS	• **Lead-in:** Discuss how you can turn a good research plan into a great one. Ask what other elements can be used to improve it, apart from SMART targets, good time management and a sensible content choice. Consider contingencies and planning for potential obstacles. • **Individual activity:** Learners work independently to produce a research plan based on the changes identified in the lead-in activity. As they work, speak to each learner in turn to review their progress to date. (**Note:** You should **not** give feedback against the assessment and grading criteria; this is simply an opportunity to check learners' knowledge and understanding, to ensure they are on the right track.) • **Homework:** Learners update their reference lists.	• Access to research resources • Learner access to computers and internet
Learning aim D: Examine the findings of the research into one current travel trend and one current key issue				
39–40	**D1** Presenting research findings in an appropriate format	AW IS	• **Lead-in:** Ask learners to write the headings they think should go into a report. • **Small group activity:** Give learners printed (laminated) cards with the following headings: title page, abstract/summary, table of contents, introduction, main body, conclusion, bibliography/reference list, appendix. Ask them to order the cards (as they would appear in a report) and discuss what should be in each section. Then lead a whole-group discussion to consolidate their ideas. • **Tutor-led presentation:** Summarise what is needed in each section, giving examples. • **Paired activity:** Ask learners to look at mock report sections and judge which are good, which need further improvement, and what improvements are needed. They should record their ideas in a two-column table: column 1 – Good / Needs improvement; column 2 – Improvements needed • **Individual activity:** Report writing part 1 (to be continued in	• (Laminated) cards with report headings (can also be used for plenary) • Presentation slides • Mock report sections • Report template

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			the next session). Give each learner a report template, with headings and spaces for them to write in, and ask them to start writing up their research. • **Plenary:** Ask learners to write the headings of a report in order, without looking at any class notes. With lower-ability groups, this could be done as a sorting task, using the laminated cards from the earlier activity.	
41	**D2** Referencing work and presenting a bibliography	IS	• **Lead-in:** Ask selected learners to present a brief summary of the key elements of referencing. • **Tutor-lead presentation:** Recap the principles of academic referencing using the Harvard system. You could use examples and templates from the Business Balls website, or remind learners to refer to their copies of the ARU referencing guide. • **Plenary – paired activity:** Hand out (laminated) sheets with examples of correct and incorrect referencing. Ask learners to use their notes to identify which references are correct and mark the mistakes in those that are not. • **Homework:** Ask learners to prepare a starter activity for the next session, to check understanding of Harvard referencing. (Ask learners to hand in this work before the next session, so you can choose a suitable activity.)	• Presentation slides • Access to Business Balls website • ARU referencing guide / Harvard referencing guide • Examples of good and bad referencing • Access to research resources including computers and internet
42	**D2** Referencing work and presenting a bibliography	IS	• **Lead-in:** Ask the learner(s) who created the chosen activity (see Homework for previous session) to facilitate – recap Harvard referencing. • **Individual activity:** Learners review their reference lists and ensure all references are in the correct format. They add any	• Access to computers and internet • ARU referencing guide / Harvard referencing

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			new resources they have used since the document was last updated. • **Plenary:** As learners are working on the individual activity, check their knowledge and understanding of the Harvard referencing system.	guide
43–51	**Learning aim D** Assignment writing	AW	• **Individual activity:** Learners complete a report that analyses a chosen current travel trend and a current key issue affecting the travel and tourism industry. Learners must ensure their report includes all the sections detailed in the unit specification. They must then proofread their work, to identify and correct errors in grammar, spelling and punctuation.	• Access to research resources including computers and internet
52	**Learning aim D** Assignment writing	AW	• Learners create a reference list for their reports.	• Access to research resources including computers and internet
Learning aim E: Review the effectiveness of the research proposal in meeting its aims and targets				
53	**E1** Evaluating the effectiveness of the research proposal	IS	• **Lead-in:** Ask learners to complete a questionnaire on reflective practice (there are many examples on the Business Balls website). This will help them to assess their ability to recognise key areas for improvement, so they can evaluate their research proposal and make justified recommendations. • **Paired activity:** Learners assess each other's questionnaire results and discuss how effective and accurate they are. • **Tutor-led presentation:** Explain the difference between evaluation and explanatory writing, giving examples of evaluative, explanatory and descriptive statements. Ask learners to identify the differences between these examples, then convert the descriptive statements/explanations into	• Access to Business Balls website • Reflective practice questionnaire • Presentation slides • Examples of evaluative, explanatory and descriptive

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			evaluative statements. This is a high order skill and weaker learners may need a lot of support. Model answers may be helpful here. • **Plenary:** Ask learners to list the strengths and weaknesses of their assignment work, in terms of how effectively they were able to access resources and carry out research.	statements • Model answers (optional)
54	**E1** Evaluating the effectiveness of the research proposal	IS	• **Lead-in:** Recap the differences between explanation and evaluation, using flashcards with different statements. • **Tutor-led presentation:** Discuss how to evaluate effectiveness, using the seven points from the specification. • **Paired activity:** Learners consider each of the seven bullets, with reference to their own methods and findings. Which areas have they focused on most/least and why? • **Individual activity:** Learners work on the areas they focused on least, to try to ensure all have been covered equally.	• Flashcards with examples of explanation and evaluation • Presentation slides
55	**E2** Recommending approaches to be adopted in future research proposals	IS	• **Lead-in:** Ask learners to look at their evaluation from the plenary of session 53. They should think about **how** they would make justified recommendations for improvement, based on this evaluation. • **Tutor-led presentation:** Discuss how to make justified recommendations – e.g. identifying key areas for improvement and lessons learned (what worked effectively and what did not). • **Paired activity:** Ask learners to continue their work from the lead-in activity to discuss and identify recommendations for improvement. How would they justify these recommendations?	• Learner evaluations (from plenary of session 53) • Presentation slides
56–58	**Learning aims D**	AW	• **Individual activity:** Learners write an article evaluating the	• Access to

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	and E Review of the unit		effectiveness of their research proposal, with justified recommendations for improvements. • **Individual activity and group discussion:** Lead a review and evaluation of the unit delivery, assessment and personal performance.	computers and internet • Review and evaluation sheets
59–60	Completion	AW IS	• Round-up, feedback and resubmission discussions as required.	

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.